


**Be All That You Can Be**

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Manager, Medication Safety

The speaker has no conflict to disclose



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**Overview**

- State the four residency preceptor roles
- Describe activities and accomplishments that satisfy the ASHP preceptor accreditation standard
- Identify the important elements of a pharmacy residency preceptor development program



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**Poll Question #1**

Indicate your current role in a residency program:

- a. Residency Program Director
- b. Preceptor
- c. Resident
- d. Director of Pharmacy
- e. Other



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### Poll Question #2

What is your institution's current pharmacy residency status?

- a. accredited residency program(s)
- b. awaiting accreditation for our program(s)
- c. currently developing a residency program(s)
- d. general interest in residency program(s)



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### ASHP Accreditation Standard Four Preceptor Roles

Preceptors must demonstrate a desire and an aptitude for teaching that includes mastery of the four preceptor roles fulfilled when teaching clinical problem solving (instructing, modeling, coaching and facilitating).



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### Four Preceptor Roles

- Instructing
- Modeling
- Coaching
- Facilitating



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### Four Preceptor Roles

| <u>Preceptor's Role</u> | <u>Resident's Learning</u>      |
|-------------------------|---------------------------------|
| Facilitating            | Integration                     |
| Coaching                | Practical Application           |
| Modeling                |                                 |
| Direct Instruction      | Foundation Skills and Knowledge |



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### Instruction

- Determine baseline knowledge
- Assign reading materials
- Topic discussions (teaching)
- Patient care practice problems



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### Instruction (Resident)

- Acquire understanding of disease states and pharmacotherapy
- Able to organize material for quick recall



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## Modeling

- Integrating information (diagnosis, disease, medications, labs, etc.)
- Describing how to solve cases and determine plan of care
- Discussing thinking strategies



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## Modeling (Resident)

- Learns to apply thinking strategies
- Able to define and classify problems



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## Coaching

- Resident solves cases and determines plan of care
- Preceptor gives feedback (coaches)
- Resident may have periods of uncertainty and get “stuck”
- Goal is preceptor to fade back and silently observe resident in practice



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### Coaching (Resident)

- Experience uncertainty
- Utilizes feedback to enhance practical application
- Masters problem solving skills



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### Facilitating

- Assign similar previously coached cases for resident to solve on own
- Build resident's confidence
- Widen scope of patients covered by resident
- Allow to work independently to prepare for practice



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### Facilitating (Resident)

- Able to integrate appropriate data and information into practice
- Able to self-monitor quality of problem solving



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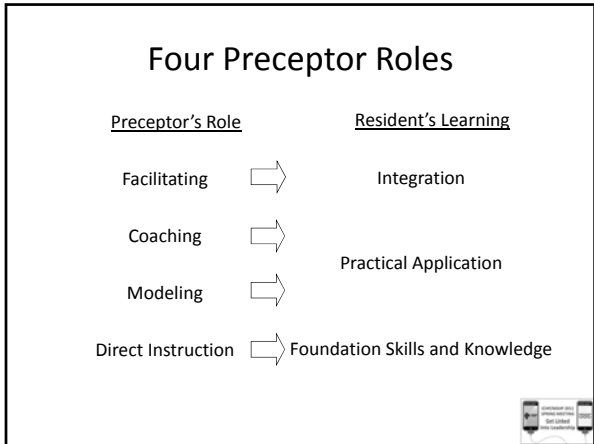
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### True/False Question

- The resident should learn the four preceptor roles.

a. True

b. False



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### True/False Question

- The resident should learn the four preceptor roles.

a. True



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**Preceptor Activities and Accomplishments**

Preceptor Academic and Professional Record



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**Multiple Choice Question**

Of the seven qualification that show a preceptor's record of contribution and commitment to pharmacy practice, a preceptor must have a minimum of:

- a. three
- b. four
- c. five
- d. seven



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**Multiple Choice Question**

Of the seven qualification that show a preceptor's record of contribution and commitment to pharmacy practice, a preceptor must have a minimum of:

- b. four



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Preceptors must have a record of contribution and commitment to pharmacy practice characterized by a minimum of four of the following:



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Documented record of improvements in and contribution to the respective area of advanced pharmacy practice.



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Appointments to appropriate drug policy and other committees of the department/organization.



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Formal recognition by peers as model practitioner.



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

A sustained record of contributing to the total body of knowledge in pharmacy practice through publications in professional journals and/or presentations at professional meetings.



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Serving regularly as a reviewer of contributed papers or manuscripts submitted for publication.



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Demonstrated leadership in advancing the profession of pharmacy through active participation in professional organizations at the local, state and national levels.



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**ASHP Accreditation Standard  
Preceptor Activities and  
Accomplishments**

Demonstrated effectiveness in teaching.



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**Self Assessment Question**

I currently would meet \_\_\_\_\_ of the seven qualifications that characterize a record of contribution and commitment to pharmacy practice.

- a. less than four
- b. four
- c. more than four



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**ASHP Accreditation Standard  
Preceptor Development Program**

Further, residency program directors will devise and implement a plan for assessing and improving the quality of preceptor instruction including, but not limited to, consideration of the residents' documented evaluations of the preceptor performance.



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**Preceptor Development Program**

- Evaluate potential preceptor's desire and aptitude
- Assess and improve quality of instruction
- Devise and implement a plan
- Consider resident's evaluation of preceptors



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**Preceptor Development Program**

- Direct improvement activities at desired outcomes
- Provide opportunities to preceptor to enhance skills
- Consider overall program changes



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Devise a plan  
Implement  
Document



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Devise a Plan

Potential preceptor desire and aptitude

- Preceptor requirements
- Commitment to practice, refinement of skills
- Four preceptor roles
- Ability to give appropriate feedback



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Devise a Plan

Assess and Improve Quality of Instruction

- Self-assessment and/or assessment surveillance
- Completion and quality of all required evaluations



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### Devise a Plan

Consider resident's evaluation of preceptors

- Documented evaluations
- Quality of ongoing criteria-based feedback received
- Other resident feedback mechanisms



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### Devise a Plan

Enhance achievement of chosen outcomes

- Program's purpose and outcomes
- Meeting goals and objectives
- PGY1 versus PGY2



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### Implement the Plan

Provide opportunities to enhance skills

- Individualized
- Institutional
- Local/Regional
- National



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## Implement the Plan

Consider residency program changes

- Actions to be taken
- Plans for the future



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## Have a Plan



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## Exercise

### PGY1 Residency Preceptor Development Plan

- Attendance is required at **annual** presentations on preceptor development by the department.
- Preceptor's Handbook for Pharmacists is required reading upon becoming a preceptor
- Evaluations of preceptors by residents for the Learning Experience are included in the annual evaluation of the preceptor.
  - Clinical supervisors / clinical manager work with preceptors to determine annual goals for specific areas of improvement.
- RPDs review resident evaluations at the conclusion of each rotation to determine annual presentation.



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### Best Practices

- Needs assessment (program, preceptors)
- Start small
- Customize to your program and your preceptors
- Qualifications/application/interview for preceptors



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### Best Practices

- Preceptor training/orientation
- Preceptor guide
- Mentoring for new preceptors
- “Boot camp” for new and current preceptors



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### Best Practices

- Job Description
- Annual Goals
- Performance Review
- Uphold expectations



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### Best Practices

- Engagement of resident(s) and Residency Program Director in preceptor evaluation
- Award outstanding preceptors
- Incorporate development into routine meetings
- Supportive pharmacy administration (empower Residency Program Director)
- Collaborate, collaborate, collaborate



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### Areas of Focus

- Providing effective feedback
- How to meet preceptor qualifications
- PGY1, PGY2 training versus student training
- Dealing with performance issues (poor and exemplary)



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### Areas of Focus

- Learning styles and approaches (for preceptors and residents)
- RLS, evaluation tools, ASHP standards, program's outcomes, goals and objectives
- Learning experience descriptions
- How to communicate expectations



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### Areas of Focus

- Preceptor roles
- Teaching balance of work and life
- When is it time to treat a resident as a peer?
- Career advice/counseling



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### Common Deficiencies

- Tying all the pieces together
- No plan
- Plan not implemented
- Using student preceptor development plan



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### Common Deficiencies

- No evaluation of potential preceptors (anyone can do it)
- Resident's feedback not included
- Focus on group but not individual preceptor needs
- Preceptors' development opportunities not available



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A Resident is not a Student



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Summary

- Preceptor roles
- Activities and accomplishments that satisfy the ASHP accreditation preceptor standard
- Elements of a pharmacy residency preceptor development program, best practices and common deficiencies



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References

1. The preceptor's guide to the RLS. 3<sup>rd</sup> ed. Bethesda, MD. American Society of Health-System Pharmacists; 2006 (used with permission)
2. The resident's guide to the RLS. 3<sup>rd</sup> ed. Bethesda, MD. American Society of Health-System Pharmacists; 2006 (used with permission)
3. ASHP accreditation standard for postgraduate (PGY1) pharmacy residency programs; 2005. American Society of Health-System Pharmacists Home Page [resource on World Wide Web]. URL: <http://www.ashp.org>. Available from Internet. Accessed March 15, 2011. (used with permission)



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ICHP/MSHP 2011 Spring Meeting  
Development Session – Be All That You Can Be  
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Post Test Questions:

1. Explaining to the resident what you are thinking as you solve a problem is a technique in which of the following preceptor roles:
  - a. instructing
  - b. modeling
  - c. coaching
  - d. facilitating
  
2. Which of the following is acceptable to show preceptors have a record of contribution and commitment to pharmacy practice?
  - a. medication use evaluation on albumin use at the hospital
  - b. membership in national organization of specialty area
  - c. achievement of BPS board certification
  - d. masters degree in business administration or public health
  
3. An important element of a pharmacy residency preceptor development program is
  - a. expectation all clinical staff meet preceptor requirements
  - b. preceptors' availability to attend national meetings
  - c. adequate number of objectives assigned to resident learning experiences
  - d. residents' documented performance of the preceptors
  
4. Residency preceptor development programs should be carefully
  - a. devised, implemented and documented.
  - b. structured, standardized and enforced.
  - c. planned, budgeted and standardized.
  - d. structured, budgeted and assessed.